2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	2014 MAY -5 PM 2:52
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
La Porte ISD	101-916		

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
	Region 4		

Mailing address	City	State	ZIP Code
1002 San Jacinto St.	La Porte	TX	77571

Primary Contact

First name	M.I.	Last name	Title
Alan		Ward	Director of Instructional Technology

Telephone #	Email address	FAX #
281-604-7205	warda@lpisd.org	281-604-7080

Secondary Contact

First name	M.I.	Last name	Title
Eddie		Hill	Executive Director, Technology

Telephone #	Email address	FAX #
281-604-7146	hille@lpisd.org	281-604-7080

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Rhonda		Cumbie	Chief Financial Officer

Telephone #	Email address	FAX #
281-604-7045	cumbier@lpisd.org	281-604-7047

Signature (blue ink preferred)	Date signed
Rhonda Cumbie	5-2-14

Only the legally responsible party may sign this application.

Schedule #1—General Information **(cont.)**	
County-district number or vendor ID: 101-916	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	☐	☐
9	Supplies and Materials (6300)	X	☐
10	Other Operating Costs (6400)	☐	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 101-916	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 101-916	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-Feburary 1, 2015), and that 100% of the funds will be expended no later than the end of the 1st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 101-916	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

La Porte ISD currently has a laptop lending program called the Student Technology Initiative (STI) that has been in place since 2012. While originally intended to be a 1 to 1 distribution of laptops to students from grade 6 through 12, only 261 students have requested participation in the program this year. The STI now combines the original plan with a lending plan that allows teachers to check out classroom sets of laptops, and 4387 laptops are now in distribution to all 5 secondary campuses. The 7 elementary campuses, grades PK-5, are now included in the STI, and are eligible to share 738 laptops which are distributed at 5 per classroom.

To supplement our current lending program, this grant will allow us to increase 5th grade participation by creating classroom sets of small laptops which are smaller and lighter than the STI laptops for the 5 eligible elementary campuses. Twenty-one fifth grade teachers will be able to check out classroom sets of small laptops, with priority given to math or science teachers.

The goal of this teacher checkout of small laptops program is to improve student performance in math and science as measured by the STAAR test and to improve student performance on technology TEKS as measured by the elementary assessment in Learning.com. The advantage of having carts with these small laptops that will stay in the classroom rather than be taken home by students, is that charging can be assured for math and science activities all day. We have found with our STI program that students don't bring the laptops to school each day and when they do bring them, they often are not fully charged. The math and science teachers can plan lessons with assurance that devices will be available so that all can access the digital content in their plans.

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 101-916				Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32						
Grant period: October 1, 2014, to August 31, 2016				Fund code: 410		

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	$	$	$	
Schedule #9	Supplies and Materials (6300)	6300	$100,000	0	$100,000	
Schedule #10	Other Operating Costs (6400)	6400	$	$	$	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$	$	$	
Total direct costs:			$	$	$	
Percentage% indirect costs (see note):			N/A	$	$	
Grand total of budgeted costs (add all entries in each column):			**$100,000**	**$0**	**$100,000**	

Administrative Cost Calculation	
Enter the total grant amount requested:	$
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #9—Supplies and Materials (6300)						
County-District Number or Vendor ID: 101-916				Amendment number (for amendments only):		
Expense Item Description						
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:				Grant Amount Budgeted	
	☐ Print shop fees		☐ Technology-related supplies			
	☐ Postage		☐ Other:		$	
	☐ Copy paper		☐ Other:			

	Technology Hardware—Not Capitalized					
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6399	1	Small laptops	Access digital content	137	$700	$100,000
	2	Cart	Carts to charge and store Classroom sets of 24 small laptops	5	$820	
	3				$	
	4				$	
	5				$	
6399	Technology software—Not capitalized					$
6399	Supplies and materials associated with advisory council or committee					$
	Subtotal supplies and materials requiring specific approval:					$
	Remaining 6300—Supplies and materials that do not require specific approval:					$
	Grand total:					$100,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101-916	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			2682	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	223	N/A	Attendance rate	96.08%
Hispanic	1190	N/A	Annual dropout rate (Gr 9-12)	DNA%
White	1160	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	34	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	1630	61.08%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	371	12.98%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	2	.06%	Average ACT score (number value, not a percentage)	N/A

Comments

These numbers reflect campus figures from each of the 5 eligible elementary schools (grades PK-5) in La Porte ISD:
Bayshore Elem
College Park Elem
Heritage Elem
Jennie Reid Elem
La Porte Elem

Only fifth graders in math and science classrooms will be served with grant funds.

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public							382								382
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:							382								382

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101-916	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process to identify which of the campuses to focus this grant upon included consultation with all campus principals, executive directors of elementary and secondary, the deputy superintendent, chief financial officer, and technology integration staff. After evaluation of year 2012-2013 of Student Technology Initiative (STI), we made classroom carts with 24 laptops available at the secondary level in year 2013-2014 due to low participation in the STI program. Each elementary campus was allowed roughly 100 laptops, distributed at 5 per classroom. Our focus had been 6th through 12th graders for our technology lending program in prior years. With this pilot of laptops at elementary schools in place this year, we recognize a need that this grant will allow us to focus on: math, science, and technology TEKS improvement for fifth graders through access to digital resources.

La Porte ISD received a Technology Lending Program Grant in 2012-2013 which focused on providing internet access at home for students who were low socioeconomic, limited English speakers, or special education and who participated in our STI program. Our STI program offers filtered access to the internet from STI laptops and in classrooms. We have found that 85-90% of our students have access to the internet at home. So our STI program focuses on classroom access to digital resources that can also be extended with home practice in web based software. Our needs assessment instruments utilized STAAR data as disaggregated by Eduphoria and technology TEKS mastery as measured by Elementary Assessment by Learning.com. Sixth grade teachers at our Baker 6th Grade Center also contributed to the decision to focus on fifth grade technology skills so that students will be better prepared for sixth grade activities, particularly in keyboarding ability.

Our focus will be the 382 fifth grade students in Bayshore, College Park, Heritage, Reid, and La Porte Elementary Schools in their math and science classrooms. This grant will provide 5 carts containing 137 small laptops that can be checked out by fifth grade math and science teachers to access digital resources during class. Practice on web based digital resources will be encouraged for students who do have internet at home.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 101-916	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Math – Fifth Grade 5 Campus April 2013 STAAR Math Met/Satisfactory average was 75.94%. We need to improve that average to 80%.	Daily access to digital resources like Think Through Math, Aha!Math, and Proclamation 2014 digital resources for math will address the needs of these 5 elementary campuses with the largest percentage of low income students and English language learners.
2.	Science – Fifth Grade 5 Campus April 2013 STAAR Science Met/Satisfactory average was 83.26%. We need to improve that average to 88%.	Daily access to digital resources like StemScopes, Aha! Science, and Proclamation 2014 digital resources for science will address the needs of these 5 elementary campuses with the largest percentage of low income students and English language learners.
3.	Technology TEKS – Fifth Grade 5 Campus April 2013 Tech Literacy Assessment Met/Satisfactory average was 65.5%. We need to improve that average to 75%.	Daily access to Learning.com resources like Easy Tech will address the needs of these 5 elementary campuses with the largest percentage of low income students and English language learners.
4.		
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 101-916	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	La Porte Elementary Coordinator	Angie Garza-Viator, Principal; Teacher – 4 years, Assistant Principal – 5 years, Principal – 7 years; University of Houston Clear Lake, Bachelor and Master degrees, Interdisciplinary Studies & Educational Management
2.	Bayshore Elementary Coordinator	Vickie Gentile, Principal; Teacher – 8 years, Technology & Inst. Spec. – 4 years, Assistant Principal – 2 years, Principal – 6 years; University of Houston Clear Lake, Bachelor and Master degrees, Elementary Education & Educational Management
3.	College Park Elementary Coordinator	Vicki Defee, Principal; Teacher – 8 years, Assistant Principal – 1 year, Principal – 14 years; University of Houston Clear Lake, Bachelor and Master degrees, Elementary Education & Educational Management
4.	Heritage Elementary Coordinator	Grisel Wallace, Principal; Teacher – 10 years, Dual Language Facilitator – 6 years, Assistant Principal – 4 years, Principal – 2 years; University of Houston Clear Lake, Master degree, Educational Management, University of Texas, Bachelor degree, Education
5.	Jennie Reid Elementary Coordinator	Patricia Herrera-Johnson, Principal; Teacher – 4 years, Assistant Principal – 3 years, Principal – 8 years; University of Houston Clear Lake, Bachelor and Master degrees, Interdisciplinary Studies & Educational Management

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Pretest data	1.	2014 STAAR math & science scores collected	10/01/2014	10/15/2014
		2.	2014 Tech Literacy Assessment scores collected	10/01/2014	10/15/2014
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
2.	Professional Development	1.	DyKnow Vision training	08/11/2014	08/22/2014
		2.	DyKnow Monitor training	08/11/2014	08/22/2014
		3.	Small laptop Basics	08/11/2014	08/22/2014
		4.	Small laptop Basics	11/01/2014	11/31/2014
		5.		XX/XX/XXXX	XX/XX/XXXX
3.	Order & distribute small laptops	1.	Consider provider bids for small laptops	10/27/2014	10/31/2014
		2.	Distribute small laptops and carts to 5 campuses	11/01/2014	11/05/2014
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
4.	Support teachers	1.	Campus visits weekly by technology specialists	10/01/2014	08/31/2016
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
5.	Posttest data	1.	2016 STAAR math and science scores collected	08/01/2016	08/15/2016
		2.	2016 Tech Literacy Assessment scores collected	08/01/2016	08/15/2016
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 101-916	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has already purchased notebook computers with district bonds passed in 2005. IMA funds have been used to purchase digital resources for all core subjects through Glencoe, Prentice Hall, and Learning.com. Local funds were used to purchase software such as DyKnow Vision, DyKnow Monitor, and EduSmart. Title 1 funds were used to purchase Study Island for one campus. All these purchases will be used to meet the goals of the district's STI program.

STI Program Goals:
- Instill within our community a culture of life-long learning.
- Engage all students in authentic real-world activities and projects.
- Extend learning beyond the classroom and the school day.

Grant Goals, by providing digital equipment necessary to access and use electronic instructional materials:
- Improve students' performance in math
- Improve students' performance in science
- Improve students' performance in technology

Proclamation 2014 electronic instructional materials will be purchased with IMA funds. Campus principals lead teams who annually complete needs assessment, data disaggregation of pre/post assessments, and Campus Improvement Plans. This same process will be used to monitor the attainment of grant goals. Adjustments can be communicated quickly between administrative staff, teacher, students, parents, and members of the community through staff meetings, parent conferences, board meetings, and internet posting to the district website.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Similarities to existing efforts:
This grant for 5th grade students is similar to our existing STI for secondary campuses, grades 6 – 12.

How we will coordinate efforts to maximize effectiveness of grant funds:
We will combine staff development opportunities for secondary teachers as well as the 5th grade math and science teachers in this grant with software such as DyKnow Vision and DyKnow Monitor and Mimio, as well as small laptops basics. Compiling and sharing academic pre and post data in math, science, and technology TEKS will prepare the district coordinators to consider other sources for future funding of a successful program.

How will we ensure commitment to the project's success:
The best commitment is achieved when students improve their performance on benchmark tests of math, science, and technology TEKS. Teachers need to feel supported in any new technology initiative. The technology integration staff at the district level will rotate on-site support during 5th grade teacher conference periods on a weekly basis at each of the elementary schools. In addition to this direct support, work orders can be placed at any time by staff needing support with any technology integration issue. These work orders are usually handled within a single day turn around, at the most by the next week's on site visit.

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Schedule #15—Project Evaluation			
County-district number or vendor ID: 101-916		Amendment # (for amendments only):	

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Academic Improvement Based on STAAR test	1.	> 80% of students in the program will meet satisfactory on Math STAAR
		2.	> 88% of students in the program will meet satisfactory on Science STAAR
		3.	
2.	Learning.com Technology TEKS 5th Grade Assessment	1.	> 75% of students in the program will meet proficiency in Technology TEKS
		2.	
		3.	
3.		1.	
		2.	
		3.	
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Evaluation design:
Pre/post assessments utilizing STAAR and Learning.com from years 2013, 2014, 2015, and 2016 will provide program level academic data. The number of 5th grade students and the number of 5th grade math science teachers will provide project delivery data along with check out logs for the carts of small laptops.

Technical support and repairs:
In the event the small laptops need repair, the teacher will report it immediately to the library. Library staff will submit all work orders to technology. All repairs will be performed or managed by La Porte ISD personnel or the small laptop provider. Every effort will be made to repair or replace the small laptop in a timely fashion.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 101-916	Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Enhance existing technology lending program:

La Porte ISD will use grant funds to enhance our existing technology lending program (called STI) to loan small laptops to 5th grade math and science students in classroom sets of small laptops checked out by 5th grade math and science teachers to access electronic instructional materials in class. For students who have computers and internet access at home, further practice on web based resources will be encouraged.

Our existing STI program lends laptops to students who elect to take them from classroom to home and back again. It also lends classroom sets of laptops (24 per cart) to each secondary campus for check out by teachers in any core content area.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 101-916	Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grant funds will be used in only 5 eligible elementary campuses. The other 2 elementary campuses which did not meet eligibility guidelines will be supported with local funds to provide classroom sets of small laptops in 5th grade math and science classrooms. This will ensure equitable access to all 5th grade students in the district.

IMA funds will be used to purchase Proclamation 2014 electronic materials in math and science. Classroom sets of small laptops will allow all 5th grade students to access these materials. Teachers will be supported from local funds in using DyKnow Vision and DyKnow Monitor software which will allow them to control student behaviors and focus their attention on specific digital resources. Increased use of One Note will help students keep their notes and projects in digital notebooks. TEKS resources can be presented in software such as Mimio which allows students to interact on whiteboard activities.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 101-916	Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

From the LPISD Technology Plan:
Strategy 1.4.1: Provide additional student use computers to support the Student Technology Initiative.
State: Original
Status: In Progress
Timeline: July 2013- June 2016
Person(s) Responsible: staff at Technology Support Center
Evidence: Equipment assignment logs
LRPT Correlates: I01, I04, I05, I07, TL06, TL09

The grant lending program matches this specific strategy and therefore the goals of the STI program as stated in Schedule 14, Part 3.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 101-916	Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

La Porte ISD has 12 campuses, 3 of which did not meet the Errata #1 for eligible applicants, program guidelines:

At least 40% economically disadvantaged students as determined by the 2011-2012 AEIS Campus Reports data. La Porte High School had 38.3% economically disadvantaged, Rizzuto Elementary had 38.4% economically disadvantage, and Lomax Elementary had 37.2% economically disadvantaged students.

Therefore, with this grant we are providing access to small laptops through our fifth grade math and science classes in the 5 elementary campuses that did meet the 40% eligibility standard. No residential access to the Internet will be provided with this grant or with the STI Program at La Porte ISD.

La Porte Elementary – 78.3% economically disadvantaged
Bayshore Elementary – 70.3% economically disadvantaged
College Park Elementary – 63.3% economically disadvantaged
Heritage Elementary – 48.0% economically disadvantaged
Jennie Reid Elementary – 45.5% economically disadvantaged

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 101-916	Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grade 5 Math: solving problems involving all four operations with positive rational numbers, determining and generating formulas and solutions to expressions, and extending measurement to area and volume. These focal areas are supported throughout the mathematical strands of number and operations, algebraic reasoning, geometry and measurement, and data analysis. In Grades 3-5, the number set is limited to positive rational numbers. In number and operations, students will apply place value and identify part-to-whole relationships and equivalence. In algebraic reasoning, students will represent and solve problems with expressions and equations, build foundations of functions through patterning, identify prime and composite numbers, and use the order of operations. In geometry and measurement, students will classify two-dimensional figures, connect geometric attributes to the measures of three-dimensional figures, use units of measure, and represent location using a coordinate plane. In data analysis, students will represent and interpret data.
The small laptops will be used by math teachers to align activities with this required curriculum.

Grade 5 Science: investigations are used to learn about the natural world. Students should understand that certain types of questions can be answered by investigations and that methods, models, and conclusions built from these investigations change as new observations are made. Models of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world.
(A) Within the physical environment, students learn about the physical properties of matter, including magnetism, physical states of matter, relative density, solubility in water, and the ability to conduct or insulate electrical and heat energy. Students explore the uses of light, thermal, electrical, and sound energies.
(B) Within the natural environment, students learn how changes occur on Earth's surface and that predictable patterns occur in the sky. Students learn that the natural world consists of resources, including nonrenewable, renewable, and alternative energy sources.
(C) Within the living environment, students learn that structure and function of organisms can improve the survival of members of a species. Students learn to differentiate between inherited traits and learned behaviors. Students learn that life cycles occur in animals and plants and that the carbon dioxide-oxygen cycle occurs naturally to support the living environment.
The small laptops will be used by science teachers to align activities with this required curriculum.

Grade 5 Technology TEKS:
(1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products.
(2) Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning...
(3) Research and information fluency. The student acquires and evaluates digital content.
(4) Critical thinking, problem solving, and decision making. The student researches and evaluates projects using digital tools and resources.
(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources
(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations.
The small laptops will be used by both math and science teachers to address this required curriculum.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 101-916	Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This grant will focus on 5th grade and two core content areas, math and science. Digital resources will be available in both these content areas with the newly adopted instructional materials in Proclamation 2014. In addition, web based software like Think Through Math and Learning.com will provide activities that reinforce the TEKS for both Math and Science.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 101-916	Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Professional development days are scheduled in August, 2014, before the start of school.

Small Laptops Basics training for teachers will focus on the components of the small laptops that may differ from laptops or desktops that students would commonly use in labs and at home. We will repeat this training in November nearer the distribution of the grant small laptops.

DyKnow Monitor and DyKnow Vision training for teachers will focus on management of the entire classroom while accessing internet websites and resources at the same time. It will also help teachers distribute and receive files from students, embed videos, conduct polls, and view screens.

Publishers of newly adopted math and science textbooks and digital resources will train teachers on the new materials. Other training will be scheduled based upon teacher or student need.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district already has in place the infrastructure and technical support for our STI program. The same infrastructure and technical support will be available for this grant.

The district's existing filtering system will be used to insure appropriate and safe use of the internet.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-916	Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our STI provides filtering software for those students who choose to access the internet through their home provider on devices checked out from the district. Surveys show that approximately 85-90% of our students have computers at home which can access the internet through their home provider, so many do not elect to carry STI laptops to and from school.

In addition, 95% of our students access the internet through their 3G or 4G signals on their wireless phones, so internet access is not a primary need for our district. Aircards were provided in our 2012-2013 Technology Lending Program Grant to STI participants who did not have internet access at home, but we found that access to a personal technology device was more important to student performance gains than access to the internet at home. Therefore, with this grant we hope to focus on the provision of personal technology devices for an entire class.

With classroom sets of small laptops, teachers can ensure that all students, including economically disadvantaged students and students with disabilities, have access to the same device and the same digital resources to be successful in content learning. Classroom internet activities do not require students to access the internet at home. However, web based software is available that provides extension activities for students who do have that access at home. Examples are StemScopes and Think Through Math.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Department of La Porte ISD has the following support staff:
Executive Director – 1
Director of Instructional Technology -1
Networking System Administrators – 5
Technical Services – 8
Instructional Technology Specialists – 3.5

The STI program:
Laptops checked out to students – 261
Laptops checked out to elementary campuses @ 5 per classroom – 738
Laptops checked out to secondary campuses in carts of 24 - 3649
Small laptops to be checked out to teachers in 2 ineligible elementary campuses if grant is received @ 1 cart per campus from **local funds – 2 carts and 54 small laptops**

Grant program:
Small laptops and carts @ **5 eligible elementary campuses – 5 carts and 137 small laptops**

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus principal will be the coordinator of the grant program at each of the eligible elementary campuses. The small laptops will be checked out through the library with 1 cart per campus to house and charge the small laptops. Only the math and science teachers will be eligible to check out the cart. Equipment that needs repair will be turned in to the librarian who will place an electronic work order to technology. Insurance and maintenance contracts will be included in the cost of each small laptop. The campus principals will handle any competing needs of the 5th grade math and science teachers. The principals will contact Alan Ward, the primary contact for the grant, with problems and requests for adjustments.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:	Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district uses Tip Web to track assets and this method will be used on the small laptops in this grant. Maintenance and insurance will be included in the bid price.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The existing La Porte ISD agreement is a one page document that states:
<div align="center">

<u>Student and Parent Agreement</u>
</div>

> By signing the Student/Parent Technology Initiative Use Agreement I acknowledge that I have received this Student Initiatives Technology Manual and a copy of the Acceptable Use Guidelines; that I agree to abide by and will ensure that my student follows and abides by all of the requirements, rules, and processes contained in the documents.

The STI manual is an 18 page document that addresses care, power management, email, internet use and safety, warranties, damage, theft, unacceptable behavior, and acceptable use guidelines.
The Acceptable Use Guidelines is a 13 page document that requires both a parent and student signature.
Neither our STI, nor this grant will provide internet access at home. However, mastery of the Digital Citizenship strand of the Technology Applications is a priority for our district.

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